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Grades 9-12

SAN MARCOS HIGH SCHOOL

School Accountability Report Card

Reported Using Data from the 2017-18 School Year
Published During 2018-19

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School District**
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Contents

About this School
Conditions of Learning
Specialized Services
Textbooks
School Facilities
Pupil Outcomes
Other Pupil Outcomes
Parental Involvement
Pupil Engagement
School Climate
Other Information
School Finances
Professional Development
About the SARC

About This School

School's Mission Statement

San Marcos High School believes in empowering the personal growth and honorable contributions of all Knights through high academic, personal, and social expectations of the entire school community.

School-wide Learning Objectives:

Students of San Marcos High School are self-regulated learners that will graduate as empowered individuals with 21st century skills and attitudes to positively contribute to their personal, local, and global communities. In order to do this, throughout their time at SMHS, students will demonstrate growth in their ability to:

- **Think critically** and **creatively** in learning and life.
- **Produce** various forms of **effective communication**.
- **Productively interact** within **collaborative** environments for **learning** and **problem solving**.

Principal's Message

We are a professional, collaborative, community of learners providing a quality, equitable education for all students on a safe and orderly campus. We have an outstanding record based on a philosophy of continuous improvement, an academic belief that all our students can learn, a professional teaching staff committed to helping our students master the curriculum and a student body dedicated to academic excellence. Our student body is diverse and multicultural, very similar to that of the state of California. We are proud of our cultural diversity and believe it enriches the environment in which our students learn. As a school, we are committed to preparing all students to become self-regulated learners that will graduate as empowered individuals with the 21st-century skills and attitudes necessary to positively contribute to their personal, local, and global communities.

Major Achievements

- Designated a California Distinguished School.
- California Gold Ribbon School.
- Voted "Most Positive School in the World" by the United Nations NGO.
- Accredited by the Western Association of Schools and Colleges (WASC).
- 2018 "Race to Submit" Winner (SMHS was among the top 35 high schools in state to earn a 79% submission and 74% FAFSA completion rate.)
- Exceeded SD County and State % Met or Exceeded Standards on the 2018 CAASPP assessments in ELA by 9% and 13% respectively, and in math by 6% and 10% respectively.
- Participated in a five-year GEAR UP grant in collaboration with middle schools and Palomar College.
- Participation in a five-year ASSET grant to provide after-school enrichment for all students.
- Recognition as an AVID National Demonstration School and School of Distinction.
- 70% of our students participate in at least one or more Honors /Advanced Placement (AP) course(s).
- Earned an overall 72% pass rate on all AP exams administered.
- 20% increase in Honors and Advanced Placement (AP) participation school-wide throughout last five years.
- Integration of new state standards in English, English Language Development, Math and transition to the Next Generation Science Standards.
- 99% graduation rate.

SCHOOL ACCOUNTABILITY REPORT CARD

- Co-teaching model of instruction in order to support the needs of English Language Learners (ELLs) and Students with Disabilities (IEPs) access and support in college preparatory coursework.
- 2 and 3 year Career Technical Education (CTE) Pathway Programs articulated with local colleges including; Engineering, Computer Science, Patient Care, Graphic Design, Visual/Media/Performing Arts, Woodworking/Manufacturing, Agriscience, and Public Safety.
- Student Mentorship and Leadership Programs including; Link Crew, Quest Academy, Excalibur Knights, Knights of the Round Table, and AP Ambassadors
- 71% of Graduates earned CSU/UC "a-g" eligible. (inc. of 4% from 16-17)
- SMHS Knight Regiment earned 3rd place at 2018 Bands of American Regional Championship in St. George, Utah. Percussion and Winds Symphony qualified to perform at 2019 "Music for All" in Indianapolis, IN.
- Girls Softball Program were the 2018 National Champs

Focus for Improvement

- Student success and achievement is a continual focal point.
- Goal to increase % of students proficient in ELA and math by 5% as measured by CAASPP assessment.
- Equitable access for all students to rigorous college preparatory, honors, and Advanced Placement courses.
- Increase the number of non-traditional students accessing Advanced Placement courses.
- Team Day Tuesdays provide ongoing professional collaboration in curriculum, instruction, and data analysis to assist students in the mastery of standards.
- Increase the number of students meeting A-G requirements and completing Career Technical Education (CTE) pathways to improve post-secondary options for all students.
- Continue to develop opportunities for all students to be involved and connected with the school community through inclusive extracurricular activities and events.
- Provide systematic academic, social/emotional, and personal support services through tiered levels of intervention.

Student Enrollment by Grade Level (2017-18)

This table displays the number of students by grade level that were enrolled at the school on the previous year Fall Census Day (first Wednesday in October). The data source is the certified California Longitudinal Pupil Achievement Data System (CALPADS) Fall 1 data.

Grade Level	Enrollment
Grade 9	912
Grade 10	899
Grade 11	772
Grade 12	755
Total Enrollment	3,338

Student Enrollment by Subgroup (2017-18)

This table includes the percentage of students enrolled at the school on the previous year Fall Census Day (first Wednesday in October) by racial/ethnic student group, and the percentage of students at the school who are identified as socioeconomically disadvantaged (SED), English Learners (ELs), students with disabilities, and foster youth. The data source is the certified California Longitudinal Pupil Achievement Data System (CALPADS) Fall 1 data.

Student Group	Percent of Total Enrollment
Black or African American	2.5%
American Indian or Alaska Native	0.6%
Asian	6.9%
Filipino	2.2%
Hispanic or Latino	39.1%
Native Hawaiian or Pacific Islander	0.6%
White	47.5%
Two or More Races	0.0%
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	38.1%
English Learners	7.5%
Students with Disabilities	11.7%
Foster Youth	0.1%

Conditions of Learning

Teacher Credentials

Here we report the number of teachers assigned to the school and the district with a full credential, without a full credential, and those teaching outside their subject area of competence.

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	125.6	135	127.8	929.1
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course during the first 20 days of the school year or semester).

	2016-17	2017-18	2018-19
Misassignments of Teachers of EL	0	0	0
*Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners (EL).

SCHOOL ACCOUNTABILITY REPORT CARD

Teacher Assignment

In addition to teaching five periods of class each day, many of our staff members are involved as team leaders, school group leaders, coaches for after-school sports, Associated Student Body (ASB) Advisor, Yearbook Coordinator, School Newspaper and Knights News Advisor, Athletic Director, English Language Learner Coordinator, California Scholarship Federation (CSF) Advisor, National Honor Society Advisor, Advanced Placement (AP) Coordinator, AP Access and Support Advisor, University Partnership Liaison, Quest Academy Coordinator, and club advisors.

Curriculum and Instructional Materials

Reading and Writing: San Marcos Unified School District high schools offer a full array of English Language Arts classes, including English 9, 10, 11, and English 12 ERWC. These core classes are designated as College Prep or Honors in grades 9 and 10; grades 11 and 12 offer College Prep or Advanced Placement options. Students experience a range of expository texts and literature, and develop analytical and interpretative reading and writing skills as outlined in the *California Common Core English Language Arts Standards*.

Mathematics: Math courses are transitioning to the California Common Core State Standards for Mathematics, adopted in 2010 and modified in 2015. Students progress through a range of courses including Algebra 1, Geometry, Algebra 2 and advanced mathematics including Statistics, Calculus and Discrete math. Courses are offered at the college preparatory level, as well as Honors and Advanced Placement.

Science: SMUSD is beginning its transition to the Next Generation Science Standards for California Public Schools, adopted in September 2013. The district has adopted the three course model and will transition to the new courses over the next two years. Currently we offer Biology of the Living Earth and will begin Chemistry in the Earth System and Physics in the Universe beginning next school year. These three courses will be the base of our science instruction. Students also have the opportunity to enroll in Medical Biology, Chemistry, Earth and Physical Science, Physics, Genetics, Oceanography, Biochemistry and Forensic Science. Additionally, several Advanced Placement sciences classes are offered. SMUSD teachers also incorporate the *California Common Core State Standards in Literacy for Sciences* that focus heavily on aspects of reading, writing and research.

Social Studies: 10th grade students take World History which focuses on the modern world. Students view essential elements of modern society within the themes of moral and ethical principles, industrialization, imperialism, war and disillusionment, human rights, and ideology and democracy. *Eleventh grade students take US History* which focuses on the United States, historical documents, and history from the beginning of the development of democratic traditions to the present day. American Government/Economic, taken by twelfth grade students, focuses on the basic concepts and principles of the American political and economic systems from the beginning of the development of democratic traditions to the present. *Students have the opportunity to draw connections between content and the skills associated with*

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2018-19)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials. The adoption of the resolution regarding sufficiency of instructional and supplemental instructional materials for fiscal year 2018-19 pursuant to Education Code Sections 60119, 60422(b) and 60451 was done on November 1, 2018.

Core Curriculum Area	Textbooks and Instructional Materials	Year of Adoption	From the Most Recent Adoption (Yes or No)	Percent of Students Lacking Their Own Assigned Copy
Language Arts	California Collections	2017	Yes	0
Math	Calculus of a Single Variable	2007	Yes	0
Math	Big Ideas MATH: Algebra 2	2015	Yes	0
Math	Big Ideas MATH: Geometry	2015	Yes	0
Math	Big Ideas MATH: Algebra 1	2015	Yes	0
Math	Big Ideas MATH: Course 3	2015	Yes	0
Math	Pre-Calculus	2008	Yes	0
Science	Chemistry/ Biology	2005	Yes	0
Science	Physics: Principals and Problems	2005	Yes	0
Science	Modern Earth Science	2003	Yes	0
Social Studies	Ancient/ Modern World History/Americans	2006	Yes	0
Social Studies	Government in America	2011	Yes	0
Social Studies	Economics	2006	Yes	0

SCHOOL ACCOUNTABILITY REPORT CARD

history concepts and literature. The courses are influenced by the California Standards for Literacy in the History/Social Sciences. Students in grades nine through twelve have the opportunity to take core and elective history social science classes at the college preparatory, Honors and Advanced Placement level.

Specialized Services

Advancement Via Individual Determination, AVID, is a college preparatory program for students who are academically poised. AVID enables disadvantaged or underrepresented secondary students to succeed in rigorous curricula, enter mainstream activities in school, and increase their opportunities to enroll in four-year colleges. We currently have seven AVID sections at SMHS. 100% of our AVID seniors were accepted to four-year universities and SMHS is considered a AVID Demonstration School. Another successful specialized program for students is Quest Academy. Quest promotes and supports non-traditional students into Honors and AP classes. Students are assigned with specific teachers in honorary English, math, and a leadership development course. 10th Grade Quest students enroll in Hon English 10, AP World History, Chemistry, and Geometry. Quest is helping to close the participation and success gap in our Hon/AP program as well as our a-g completion rates.

Honors/ Advanced Placement (AP) Courses: SMHS offers 30 different Honors / Advanced Placement (AP) courses across all content areas. All students have open access to our Advanced Placement and Honors classes with no recommendations or minimal standards required for admittance. Our instructors have completed subject-specific training for AP and Honors classes through College Board.

School Facilities

School Facility Good Repair Status (School Year 2018-19)

To determine the condition of our facilities, our district sends experts from our facilities team to inspect them. They use a survey, called the Facilities Inspection Tool, issued by the Office of Public School Construction. Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed. The inspection took place on September 12, 2018.

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			One room trap primer inoperable.
Interior: Interior Surfaces	X			More than one room ceiling tile damaged. One room slider on white board off-track.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			More than one room clutter. One room ants.
Electrical: Electrical	X			One room missing switch plate. One room speaker static. More than one room lights out.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			More than one room faucet needs repair. One drinking fountain needs repair. One room sink drain needs cleaning.
Safety: Fire Safety, Hazardous Materials	X			One classroom-Low charge on fire extinguisher.
Structural: Structural Damage, Roofs	X			No repairs needed at the time of inspection.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			More than one room doors need adjustment.
Overall Rating	Exemplary	Good	Fair	Poor
	99%			

Special Education Program: Students with mild/moderate and moderate/severe learning disabilities are entitled to an individual education plan (IEP) and specialized support. San Marcos High School offers a spectrum of service delivery models for special education students, including; full inclusion, co-taught college prep courses, mild/moderate education specialist, social-emotional/academic success, counseling/speech services, workability, and functional/basic skills programs. Appropriate programs and services are provided to all students with disabilities up to the age of 22.

English Learner Program: Most students not yet fluent in English are enrolled in classes that support the acquisition of the English language. We strive to advance our English Learners into regular classes as soon as possible. Students who are learning English receive additional instruction in English Language Development (ELD) classes and/or aide support in ELL cluster classes. All teachers are trained in Specially Designed Academic Instruction in English (SDAIE) strategies.

Air Force JROTC: This program educates and trains high school students in citizenship; promotes community service, instills responsibility, character, and self-discipline; and provides instruction in air and space fundamentals. AFJROTC is grounded in the Air Force core values of integrity first, service before self and excellence in all we do. The curriculum emphasizes the Air Force heritage and traditions, the development of flight, applied flight sciences, military aerospace policies, space exploration, leadership, communication, life skills, financial management, and career opportunities.

SCHOOL ACCOUNTABILITY REPORT CARD

School Facility Conditions and Planned Improvements

After 53 years, San Marcos High School has an entirely new school. After spending two years on an interim campus, the school was moved into its fully rebuilt, state of the art facility on January 14, 2014. Every classroom has 21st-century technology including interactive projectors and touch screen computers. In addition to 10 computer labs, technology is integrated into the curriculum for students with 1:1 classroom access via computer carts and a Bring Your Own Device program in select classrooms. The design of the new campus is one of collaboration and transparency. Teachers have collaborative office spaces, and students have ten interior collaborative spaces, including the Student Union, all with an abundance of windows, soft seating, tables, and chairs.

Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office and at the district office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Assessment Results by Student Group

ELA test results and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Assessment Results-Test Results in ELA by Student Groups, Grade Eleven (2017-18)

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	745	732	98.26%	68.49%
Male	378	373	98.68%	64.34%
Female	367	359	97.82%	72.83%
Black or African American	20	19	95.00%	52.63%
American Indian or Alaska Native	--	--	--	--
Asian	48	48	100.00%	79.17%
Filipino	33	33	100.00%	81.82%
Hispanic or Latino	277	275	99.28%	52.01%
Native Hawaiian or Pacific Islander	--	--	--	--
White	353	346	98.02%	79.77%
Two or More Races			--	--
Socioeconomically Disadvantaged	273	264	96.70%	48.67%
English Learners	82	79	96.34%	8.86%
Students with Disabilities	76	73	96.05%	28.77%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: CAASPP assessment results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e. achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

SCHOOL ACCOUNTABILITY REPORT CARD

CAASPP Assessment Results-Test Results in Mathematics by Student Groups, Grade Eleven (2017-18)

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	746	733	98.26%	42.16%
Male	379	371	97.89%	43.13%
Female	367	362	98.64%	41.16%
Black or African American	20	19	95.00%	31.58%
American Indian or Alaska Native	--	--	--	--
Asian	48	48	100.00%	66.67%
Filipino	33	33	100.00%	63.64%
Hispanic or Latino	278	273	98.20%	21.25%
Native Hawaiian or Pacific Islander	--	--	--	--
White	353	347	98.30%	53.89%
Two or More Races			--	--
Socioeconomically Disadvantaged	274	264	96.35%	21.21%
English Learners	82	79	96.34%	5.06%
Students with Disabilities	77	72	93.51%	16.67%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: CAASPP assessment results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e. achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in ELA and Mathematics for All Students Grades three through Eight and Grade Eleven

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
ELA/Literacy	80%	68%	65%	65%	48%	50%
Mathematics	43%	42%	49%	51%	37%	38%

California Standards Tests in Science for All Students Grades Five, Eight, and High School

Subject	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in both assessments.

Career Technical Education Programs (2017-18)

The following is a list of Career Technical Education (CTE) programs offered at our school. These programs allow students to complete CTE pathways, earn college credit through articulated courses, and participate in industry internships.

- Engineering (Introduction to Engineering, Principles of Engineering)
- Computer Science (PLTW Computer Science Essentials, AP Computer Science Principles, Cybersecurity)
- Agriscience (Ag. Biology, AP Environmental Science, Floriculture, Agriculture Business Management, and Veterinary Science)
- Design, Visual, and Media Arts (Broadcast Journalism, Advanced Digital Media, Digital Photography, Graphic Design, Screenwriting, Art of Film, Video Production, and Yearbook)
- Woodworking/ Adv. Manufacturing Pathway (Fine Woodworking, Adv. Wood Technology)
- Patient Care (Medical Biology, Health Essentials 1 & 2, Sports Medicine, Internships, and Genetics)

SCHOOL ACCOUNTABILITY REPORT CARD

- Public Services (Criminal Justice 1 & 2, Forensics, Psychology)
- Performing Arts Pathway (Digital Music, AP Music Theory)

Career Technical Education Participation (2017-18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1,187
Percent of pupils completing a CTE program and earning a high school diploma	100%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

Courses for UC and/or CSU Admission

	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	99.6%
201617 Graduates Who Completed All Courses Required for UC/CSU Admission	67.7%

Other Pupil Outcomes

California Physical Fitness Test Results (2017-18)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the [CDE PFT web page](#).

Grade Level	Percent of Students Meeting Fitness Standards (on all six fitness standards)		
	Four of Six	Five of Six	Six of Six
9	10.5%	17.0%	46.0%

Engagement

State Priority: Parental Involvement

Name of contact person: Enda Davis

Phone number of contact: (760) 290-2200

Parents are welcome at SMHS and play an important part in our success. They participate in School Site Council, English Language Advisory Committee (ELAC), Parent Orientation, Registration, Back to School Night, Eighth Grade Parent Night, Parent Forums, Hon/AP Family Night, Day with a Knight, Valley of Discovery Educational Foundation, Coffee with the Counselors, SDCOE - Dr. Beatriz Villarreal - Program for Parents and Family, Counseling - College/Career Workshops and WASC accreditation along with several other school community partnerships. Our Parent-Teacher Organization (PTO) is a strong supporter and partner with the school and projects during the school year. They assist with staff morale, graduation night, campus beautification, phone notification system, classroom supplies, teacher wish lists, and the parent newsletter.

State Priority: Pupil Engagement

Dropout Rate and Graduation Rate

	School			District			State		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Dropout Rate	2.0	0.0	0.4	3.9	0.5	0.9	10.7	9.7	9.1
Graduation Rate	96.5	99.5	96.5	93.6	97.8	95.3	82.3	83.8	82.7

Completion of High School Graduation Requirements

The percent of students in the school's most recent certified graduating class that met all state and local graduation requirements for grade twelve completion. Data are provided at the school, district, and state levels for all students and for those student groups for which numerically significant data are reported by the CDE.

Graduating Class of 2017			
Group	School	District	State
All Students	96.4%	93.9%	88.7%
Black or African American	100.0%	100.0%	82.2%
American Indian or Alaska Native	100.0%	66.7%	82.8%
Asian	100.0%	100.0%	94.9%
Filipino	100.0%	97.6%	93.5%
Hispanic or Latino	94.1%	91.5%	86.5%
Native Hawaiian or Pacific Islander	100.0%	100.0%	88.6%
White	96.1%	95.1%	92.1%
Two or More Races	0.0%	100.0%	91.2%
Socioeconomically Disadvantaged	100.0%	96.8%	88.6%
English Learners	86.4%	79.0%	56.7%
Students with Disabilities	97.5%	87.4%	67.1%
Foster Youth	100.0%	50.0%	74.1%

State Priority: School Climate

School Safety

SB187 Safety Plan

Date the plan was last approved: 9/25/2018

Date the plan was last reviewed with staff: 10/2/2018

The Comprehensive Safe School Plan includes data regarding crime, safe school procedures and compliance with laws including: (1) child abuse reporting, (2) disaster response, (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) schoolwide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning, (9) rules and procedures on school discipline adopted pursuant to Ed Code Sections 35291 and 35291.5, and (10) lock down procedures. A copy of the plan is available for inspection by the public at each school.

SCHOOL ACCOUNTABILITY REPORT CARD

To maintain a safe environment, we have a closed campus, and all visitors must register with security. We hold fire, earthquake, disaster, and armed intruder lockdown drills throughout the school year. We provide a safe and secure learning environment and consistently monitor student behavior. We work with the city and sheriff's department to minimize traffic and parking problems.

Discipline

San Marcos High School has incorporated Positive Behavior Interventions and Supports (PBIS), a proactive approach to establishing the behavioral supports and social culture needed for all students to achieve social, emotional, and academic success. With our core value of Knight Pride, students are encouraged to be Positive, Respectful, Involved, Determined, and Engaged (PRIDE) throughout their time at SMHS.

SMHS is also implementing Restorative Justice as a means to correct behavior and build empathy among students and staff. Restorative Circles are facilitated in small groups and within classrooms. Administration were trained during the 2016-2017 school year and several other teachers attended training with an emphasis on preventing behavior escalation and reflecting on behavior and academic success. Team Leaders and teacher groups were trained and are implementing in a variety of settings throughout the day

San Marcos High School has a three-pronged approach to discipline: classroom, counseling, and administration. All teachers set classroom guidelines at the beginning of the school year, with consequences and rewards clearly delineated. Classroom teachers work closely with parents to address initial behavior problems. We believe that students need to be held responsible for their behavior and disruptive students can impede learning. We also believe that it is often not fruitful to suspend students and bar them from attending school; our progressive discipline policy meets most situations. All discipline is seen as a way to educate students in ways of proper behavior, and as such, restorative practices are an integral part of the discipline process.

Attendance

The truancy rate for students is defined by the State of California is any student with three unexcused absences, and based on those guidelines the truancy rate for San Marcos High School was 8% during 2017-18.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

	School		
	2015-16	2016-17	2017-18
Suspensions	3.7%	5.0%	3.5%
Expulsions	0.2%	0.1%	0.0%
District			
Suspensions	1.5%	2.0%	1.8%
Expulsions	0.1%	0.1%	0.0%
State			
Suspensions	3.7%	3.7%	3.5%
Expulsions	0.1%	0.1%	0.1%

Other SARC Information

Academic Counselors and Other Support Staff

The following table lists the number of full-time equivalent qualified support personnel who provide counseling and other pupil support services in our school. These specialists often work part-time at our school and some may work at more than one school in our district.

Title	Number of FTEs* Assigned to the School	Average Number of Students per Academic Counselor
Academic Counselor	8.0	417.25
Psychologist	2.0	
Social Worker	1.0	
Nurse	0.33	
Speech/Language/Hearing Specialist	1.8	
Other: TOSA Intervention Support Teacher	1.0	

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.



SCHOOL ACCOUNTABILITY REPORT CARD

Average Class Size and Class Size Distribution (Secondary)

The average class size is calculated by dividing the number of students enrolled in classes, excluding special education and a few other minor categories, divided by the number of classes. The following table provides three years of data.

Subject	2015-16			Avg. Class Size	2016-17			Avg. Class Size	2017-18					
	Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*				
		1-22	23-32			33+	1-22			23-32	33+	1-22	23-32	33+
English	29.0	27	22	63	31.0	21	19	72	31.0	42	49	137		
Mathematics	31.0	10	39	45	33.0	10	34	64	31.0	13	96	96		
Science	34.0	4	14	51	34.0	6	6	69	35.0	8	22	128		
Social Science	34.0	10	11	75	34.0	13	2	78	34.0	12	24	130		

*Number of classes indicates how many classes fall into each size category (a range of total students per class). At the secondary school level, this information is reported by subject area rather than grade level.

School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Expenditures Per Pupil				Average Teacher Salary
Level	Total	Restricted	Unrestricted	
School	\$6,577	\$1,179	\$5,404	\$76,333
District			\$7,664	\$79,218
State			\$7,125	\$80,764
Percent Difference: School/District			(29%)	(4%)
Percent Difference: School/State			(24%)	(5%)

- **Restricted** source means money whose use is restricted by legal requirement or by the donor. Examples include, but are not limited to, instructional materials, economic impact aid, and teacher and principal training funds.
- **Unrestricted** source means money that can be used for any lawful purpose, whose use is not restricted by legal requirement or by the donor. Examples include, but are not limited to, class size reduction, state lottery (not the instructional materials portion), and undesignated local parcel tax funds.

The CDE's calculation is based on EC Section 41372 definitions (see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>, modified to include only unrestricted sources in the calculation.

For more information, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at <http://www.ed-data.org>.

Other Funding (Fiscal Year 2017-18)

Funding is provided for the following special programs to supplement the core instructional program provided by the school district.

- Gifted and Talented Education (GATE)
- Teacher Credential Block Grant
- Lottery Instructional Materials
- Vocational Education

- Title II Part A
- Title II Part B Math & Science
- Title III Immigrant
- Air Jr. ROTC Program
- Career Technology Educational Incentive Grant
- Special Project Workability
- Vocational Education Agricultural Incentive Grant
- Gear Up Palomar College Grant
- Current Wisdom Grant
- Staples Foundation Grant
- Big History Secondary Grant
- 21st Century

Teacher & Administrative Salaries (Fiscal Year 2016-17)

This table displays district-level salary information for teachers, principals, and the superintendent, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$37,922	\$47,903
Mid-Range Teacher Salary	\$75,842	\$74,481
Highest Teacher Salary	\$95,873	\$98,269
Average Principal Salary (ES)	\$120,248	\$123,495
Average Principal Salary (MS)	\$127,163	\$129,482
Average Principal Salary (HS)	\$143,974	\$142,414
Superintendent Salary	\$333,971	\$271,429
Percent of District Budget		
Teacher Salaries	37%	35%
Administrative Salaries	5%	5%

SCHOOL ACCOUNTABILITY REPORT CARD

Advanced Placement Courses (2017-18)

Subject	Number of AP Courses Offered*	Percent of Students in AP Courses
Computer Science	2	
English	24	
Fine and Performing Arts	4	
Foreign Language	8	
Mathematics	18	
Science	30	
Social Science	70	
All Courses	156	40.3%

*Where there are student course enrollments.

Note: Shaded cells do not require data.

Professional Development

San Marcos Unified School District (SMUSD) is committed to the belief that the strongest predictor of student achievement is the quality of the teacher inside the classroom. In support of this belief, SMUSD is deeply committed to teacher learning and professional development as evidenced by our district mission statement.

San Marcos Unified School District's Mission Statement includes these commitments:

- "hiring and retaining only the best educators and investing in their success."
- "providing quality education based on high standards, effective practices, continuous improvement, and innovation."

Every new teacher in our district engages in a rigorous 2 year training program where the new employee receives 30 hours of professional development on our research-based instructional framework, the *Essential Elements of Instruction* (EEI). These instructional strategies apply to any curricular area and any grade level. New administrators to the District receive professional learning in this instructional framework as well.

In 2017-18, the district continued to focus professional learning on the implementation of state academic content standards in English language arts, English language development, mathematics and science. Understanding the more rigorous expectations of the content standards, learning evidence-based instructional strategies that best support the standards and using newly purchased resources that align to the standards have been topics over time. The use of devices and digital curriculum to support the implementation of the new standards has required on-going professional development for teachers to confidently and effectively use these tools.

Various means of professional learning were offered: face-to-face workshops during the regular workday, during school breaks, and after school as well as online sessions available for staff to access during times that best work with their schedule. Principals provided staff development during regularly scheduled staff meetings throughout the year. Teachers who work with

students with special needs engaged in ongoing collaboration to implement more inclusive delivery models.

Teachers continued to engage in professional development each week as they worked collaboratively during their structured teacher collaboration time (early release Wednesdays for elementary/middle school staff and late start Tuesdays for high school staff). This provided teachers the opportunity to share best practices to meet students' needs. Teachers on Special Assignment (TOSAs) provided professional development and worked with teachers in their classrooms modeling strategies, planning collaboratively, and providing support.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.